



LAMAR UNIVERSITY

Technology Leadership Internship Supervisor Evaluation

Directions

Thank you for your supervision and mentoring of a Lamar University Educational Technology Leadership Intern. This is a service to the intern, to the profession, and the technology leadership program at Lamar University. We are asking you to complete the following Educational Technology Leadership Internship Supervisor Evaluation (ETLISE).

The ETLISE can be used to structure a final summative conversation and conference with the intern, as the culminating event of the Internship/Practicum Experience. You are free to share the evaluation and your responses with the Interns (at your discretion) or you can just talk about it in general terms. We do need you to return it to Lamar as we will also be using this for purposes of program improvement. It is not entered as a grade for the student. In the event that there were multiple supervisors, just complete the sections applicable to the work done under your supervision.

Basic Information	
Intern Name:	Patricia Startz
Supervisor/Mentor:	Linda Bettin
Site Location:	Falls City ISD
Date:	7/23/2012
Evaluation Definitions	
Exemplary	With regard to the Tech Facilitator Standards, the intern was consistently engaged and demonstrated excellence in completing his/her activities and responsibilities.
Proficient	The intern was engaged and successful with his/her activities and responsibilities.
Minimally Proficient	The intern was occasionally successful with his/her activities and responsibilities, but needed to demonstrate greater proficiency and skill in practicing this competency.
Unacceptable	The intern was rarely successful with his/her activities and responsibilities and needed much greater proficiency and skill in practicing this competency.

Standard I - Technology Operations and Concepts The Educational Technology Facilitator demonstrates an in-depth understanding of technology operations and concepts.				
Criterion	Performance Rating			
Technology Facilitation Performance Indicators	Exemplary (3)	Proficient (2)	Minimally Proficient (1)	Unacceptable (0)
Indicator I.A - Demonstrates knowledge, skills, and understanding of concepts related to technology (as described in the ISTE NETS-T).	✓			
Indicator I.B - Demonstrates continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.	✓			
Standard II - Planning and Designing Learning Environments and Experiences Educational Technology facilitators plan, design, and model effective learning environments and multiple experiences supported by technology.				
Indicator II.A - Designs developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.		✓		
Indicator II.B - Applies current research on teaching and learning with technology when planning learning environments and experiences.		✓		
Indicator II.C - Identifies and locates technology resources and evaluates them for accuracy and suitability.	✓			
Indicator II.D - Plans for the management of technology resources within the context of learning activities.		✓		
Indicator II.E - Plans strategies to manage student learning in a technology-enhanced environment.		✓		
Indicator II.F - Identifies and applies instructional design principles associated with the development of technology resources.		✓		
Standard III – Teaching, Learning, and the Curriculum Educational Technology facilitators apply and implement curriculum plans that include methods and strategies for utilizing technology to maximize student learning.				
Indicator III.A - Facilitates technology-enhanced experiences that address content standards and student technology standards.	✓			
Indicator III.B - Uses technology to support learner-centered strategies that address the diverse needs of students.		✓		
Indicator III.C - Applies technology to demonstrate students' higher-order skills and creativity.		✓		

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Indicator III.D - Applies technology to demonstrate students' higher-order skills and creativity.		✓		
Indicator III.E - Uses current research and district / region / state / national content and technology standards to build lessons and units of instruction.		✓		
Standard IV – Assessment and Evaluation Educational Technology facilitators apply technology to facilitate a variety of effective assessment and evaluation strategies.				
Indicator IV.A - The Technology Facilitator applies technology in assessing student learning of subject matter using a variety of assessment techniques.		✓		
Indicator IV.B - Uses technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.		✓		
Indicator IV.C - Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.	✓			
Standard V – Productivity and Professional Practice Educational technology facilitators apply technology to enhance and improve personal productivity and professional practice.				
Indicator V.A - Uses technology resources to engage in ongoing professional development and lifelong learning.	✓			
Indicator V.B - Continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning.	✓			
Indicator V.C - Applies technology to increase productivity.	✓			
Indicator V.D - Uses technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.	✓			
Standard VI – Social, Ethical, Legal, and Human Issues Educational technology facilitators understand the social, ethical, legal, and human issues surrounding the use of technology in P-12 schools and assist teachers in applying that understanding in their practice.				
Indicator VI.A - Models and teaches legal and ethical practice related to technology use.	✓			

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Indicator VI.B - Applies technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.	✓			
Indicator VI.C - Identifies and uses technology resources that affirm diversity.	✓			
Indicator VI.D - Enforces classroom procedures that guide students' safe and healthy use of technology and that comply with legal and professional responsibilities.	✓			
Indicator VI.E - Facilitates equitable access to technology resources for all students.	✓			

Standard VII – Procedures, Policies, Planning, and Budgeting for Technology Environments

Educational technology facilitators promote the development and implementation of technology infrastructure, procedures, policies, plans, and budgets for PK-12 schools.

Indicator VII.A - Use the school technology facilities and resources to implement classroom instruction.	✓			
Indicator VII.B - Follow procedures and guidelines used in planning and purchasing technology resources.	✓			
Indicator VII.C - Participate in professional development opportunities related to management of school facilities, technology resources, and purchases.	✓			

Standard VIII – Leadership and Vision

Educational technology facilitators will contribute to the shared vision for campus integration of technology and foster an environment and culture conducive to the realization of the vision.

Indicator VIII.A - Identify and apply educational and technology related research, the psychology of learning, and instructional design principles in guiding the use of computers and technology in education.	✓			
Indicator VIII.B - Apply strategies for and knowledge of issues related to managing the change process in schools.		✓		
Indicator VIII.C - Apply effective group process skills.		✓		
Indicator VIII.D - Lead in the development and evaluation of district technology planning and implementation	✓			
Indicator VIII.E - Engage in supervised field-based experiences with accomplished technology facilitators and/or directors.		✓		

Comments

Many indicators are designed for more classroom instruction. Mrs. Startz is responsible for the entire technological system for the district. She keeps the district connected and works many hours in maintaining the school's technology environment. She does an amazing job with little or no assistance. Mrs. Startz is an excellent intern.

Will get from Principal
when she returns.

Principal Internship Supervisor Evaluation

Thank you for your supervision and mentoring of a Lamar University Principal Intern. This is a service to the intern, to the profession, and the leadership program at Lamar University. We are asking you to complete the following Principal Internship Supervisor Evaluation (PISE).

The PISE can be used to structure a final summative conversation and conference with the intern, as the culminating event of the Internship/Practicum Experience. You are free to share the evaluation and your responses with the Interns (at your discretion) or you can just talk about it in general terms. We do need you to return it to Lamar as we will also be using this for purposes of program improvement. It is not entered as a grade for the student. In the event that there were multiple supervisors, just complete the sections applicable to the work done under your supervision.

Basic Information

Intern Name:	Patricia Startz
Supervisor:	Christy Blocker
Sshool:	Fall City I.S.D.
Date:	7/25/12

Evaluation Definitions

Exemplary	With regard to the competencies, the intern was consistently engaged and demonstrated excellence in completing his/her activities and responsibilities.
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Proficient	The intern was engaged and successful with his/her activities and responsibilities.
Minimally Proficient	The intern was occasionally successful with his/her activities and responsibilities, but needed to demonstrate greater proficiency and skill in practicing this competency.
Unacceptable	The intern was rarely successful with his/her activities and responsibilities and needed much greater proficiency and skill in practicing this competency.

DOMAIN I – SCHOOL COMMUNITY LEADERSHIP

	Exemplary (3)	Proficient (2)	Minimally Proficient (1)	Unacceptable (0)
Competency 001 – The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (ELCC1)	✓			
Competency 002 – The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success. (ELCC 4, 6)	✓			
Competency 003 – The principal knows how to act with integrity, fairness, and in an ethical and legal manner. (ELCC 5)	✓			

DOMAIN II – INSTRUCTIONAL LEADERSHIP

Competency 004 – The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment, and promote the use of varied assessments to measure student performance. (ELCC 1,2)	✓			
Competency 005 – The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth. (ELCC 1, 2)	✓			
Competency 006 – The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personal management. (ELCC 2)		✓		
Competency 007 – The principal knows how to apply organizational, decision-making and problem solving skills	✓			

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to ensure an effective learning environment. (ELCC 2, 3)				
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DOMAIN III – ADMINISTRATIVE LEADERSHIP

Competency 008 – The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use. (ELCC 3)

✓

Competency 009 – The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment. (ELCC 3)

✓

Comments

Ms. Startz did an amazing job in her internship at F.C.I.S.D. Patricia Startz demonstrates the highest level of professional commitment and skills in her work with students and colleagues. To carry out her internship, she gives generously of her valuable time, and often her work extends beyond the school day.

Signature



I have reviewed the Campus Supervised Summary and Validation Report and verified the internship candidate has completed a minimum of 150 campus-based, site-supervised internship hours.

Signature

Christy Blocker

Date

7-25-12

Directions

The candidate should scan the completed form and upload the document to Tk20. If you have questions, contact your internship professor.

Address: Lamar University, P.O. Box 10034, Beaumont, TX, 77710; **Office:** (409) 880-8024